



**THE MASTERY OF ENGLISH VOCABULARY  
OF THE SEVENTH GRADE STUDENTS OF SMP N 4 BAE KUDUS  
IN ACADEMIC YEAR 2012/2013 TAUGHT BY ACROSTIC POEM**

**SKRIPSI**

Presented to the University of Muria Kudus  
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in the Department of English Education

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## MOTTO AND DEDICATION

### MOTTO:

- There is a will, there is a way from ALLAH SWT.
- Nothing is impossible, because “Impossible” means “I’m Possible”.



### DEDICATION:

To my beloved parents, Mr. Samuri & Mrs. Muslichah  
and my sister, Shanti Ade Maharani

### ADVISORS' APPROVAL

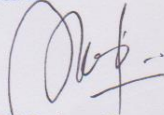
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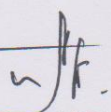
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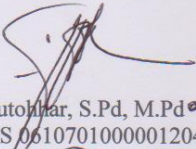


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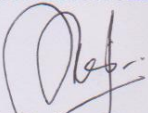
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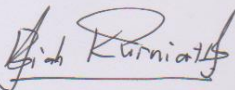
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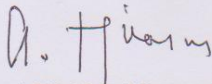
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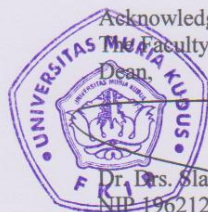
  
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Kudus, 8 July 2013

Shinta Evarina

## ABSTRACT

Evarina, Shinta. 2013. *The Mastery of English Vocabulary of the Seventh Grade Students of SMP N 4 Bae Kudus in Academic Year 2012/2013 Taught by Acrostic Poem*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Mutohhar, S.Pd, M.Pd, (2) Dra. Sri Endang Kusmaryati, M.Pd.

Key words: *Acrostic poem, teaching technique, English vocabulary*

Vocabulary is one of the important English components because without understand it well, the students will get difficulties in studying English. The condition of teaching learning process in SMP N 4 Bae Kudus, the teacher does not use any technique to teach English vocabulary. The teacher only gives the meaning of some vocabulary directly while delivering the material. On this condition the writer tries to apply Acrostic poem as the technique to teach vocabulary.

The objective of this research is to describe whether there is a significant difference of the vocabulary mastery of the seventh grade students in SMP N 4 Bae Kudus in academic year 2012/2013, before and after being taught by Acrostic Poem.

This research is an experimental research. The writer uses one group pretest and posttest design. The population used in this research is the seventh grade students of SMP N 4 Bae Kudus in academic year 2012/2013 and the sample is the students of VII A class. Before the students have treatments, they have pre test first that has been tried out to find out the validity and reliability. After the treatment has done, the writer gives post test to the student and compares the result with pre test result. Then the data were analyzed using t-test.

The result of the vocabulary mastery of the seventh grade students in SMP N 4 Bae Kudus in academic year 2012/2013 before being taught by Acrostic poem (pre test) has mean is 50.97, the median score is 46.7, the mode score is 43.2, and standard deviation is 20.15. While the result of the vocabulary mastery of the seventh grade students in SMP N 4 Bae Kudus in academic year 2012/2013 after being taught by Acrostic poem (posttest) has mean 72.6, the median score is 72.88, the mode score is 74.86, and the standard deviation is 8.13. It was found t-observation ( $t_o$ ) 7.06 in the level of significance 0.05, the degree of freedom (df) 33, and t-table ( $t_t$ ) 2.04. In other word t-observation is higher than t-table ( $t_o > t_t$ ). it shows that there is a significant difference of the vocabulary mastery of the seventh grade students in SMP N 4 Bae Kudus in academic year 2012/2013, before and after being taught by Acrostic Poem. Therefore, it can be said that the null hypothesis is rejected, while the hypothesis of the research is confirmed.

Based on the result of the research above, it is expected that English teachers should be more creative and innovative in using various kinds of interesting teaching techniques. So, the students will be more interested to learn English. Then, they will feel fun and joyful in learning.



## ABSTRAK

Evarina, Shinta. 2013. *The Mastery of English Vocabulary of the Seventh Grade Students of SMP N 4 Bae Kudus in Academic Year 2012/2013 Taught by Acrostic Poem*. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Mutohhar, S.Pd, M.Pd, (ii) Dra. Sri Endang Kusmaryati, M.Pd.

Kata-kata kunci: *Acrostic poem, teaching technique, English vocabulary*

Kosakata merupakan salah satu aspek penting dalam Bahasa Inggris karena tanpa memahami kosakata dengan baik, siswa akan kesulitan dalam belajar bahasa Inggris. Kondisi kegiatan belajar mengajar di SMP N 4 Bae Kudus, guru tidak menggunakan tehnik apapun untuk mengajarkan kosakata. Guru hanya langsung menterjemahkan kosakata sembari mengajar. Sehingga, penulis mencoba mengaplikasikan puisi Acrostik sebagai tehnik mengajar kosakata.

Tujuan penelitian ini adalah untuk mencari tahu adanya perbedaan kosakata yang signifikan dari siswa kelas VII SMP N 4 Bae Kudus sebelum dan sesudah diajar menggunakan *Puisi Acrostic* pada tahun ajaran 2012/2013.

Penelitian ini merupakan penelitian eksperimen. Penulis menggunakan bentuk satu kelompok pretest dan posttest. Populasi yang digunakan adalah siswa kelas VII SMP N 4 Bae Kudus pada tahun ajaran 2012/2013 dan sampelnya adalah siswa kelas VII A. sebelum siswa menerima perlakuan, mereka mendapatkan pretest yang sebelumnya telah diuji validitas dan reabilitasnya. Setelah mendapatkan perlakuan, penulis memberikan posttest dan membandingkan hasil poattest dengan pretest. Kemudian data dianalisis menggunakan t-test.

Hasil dari penguasaan kosakata siswa kelas VII SMP N 4 Bae Kudus pada tahun ajaran 2012/2013 sebelum diajar menggunakan puisi Acrostic memiliki mean 50,97, median 46,7, modus 43,2 dan standart deviasi 20,15. Sedangkan sebelum diajar menggunakan puisi Acrostic memiliki mean 72,6, median 72,88, modus 74,86, dan standar deviasi 8,31. Dengan demikian memiliki t-observasi ( $t_o$ ) 7,06 dengan tingkat signifikan 0,05, degree of freedom (df) 33, dan t-tabel ( $t_t$ ) 2,04. Dengan kata lain, t-observasi lebih besar daripada t-tabel ( $t_o > t_t$ ). Hal ini menunjukkan terdapat perbedaan kosakata yang signifikan dari siswa kelas VII SMP N 4 Bae Kudus sebelum dan sesudah diajar menggunakan *Puisi Acrostic* pada tahun ajaran 2012/2013. Sehingga, dapat dikatakan null hypothesis ditolak dan hipotesis penelitian diterima.

Berdasarkan hasil penelitian di atas, diharapkan para guru Bahasa Inggris harus lebih kreatif dan inovatif dengan menggunakan tehnik mengajar yang beragam. Sehingga, siswa akan lebih tertarik untuk belajar bahasa Inggris. Kemudian mereka akan merasa senang dan asik dalam belajar.

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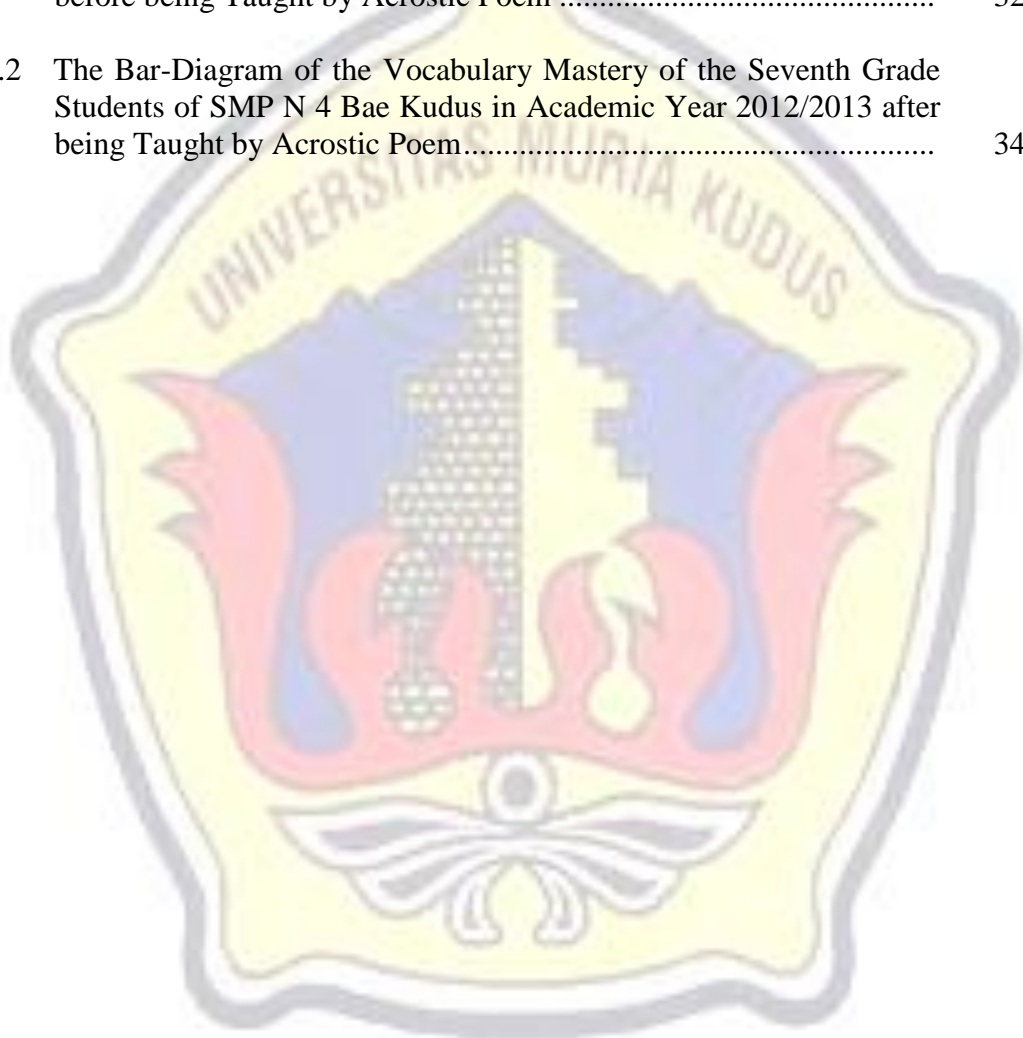


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